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A summer program designed to provide compensatory and enrichment activities is presented. The activities of the children, parents, and staff are planned to: (1) offer academic assistance as needed, emphasizing language arts and mathematics; (2) stimulate imagination and develop learning through direct experience; (3) provide experiences similar to those available to children from more favored homes; (4) develop a positive attitude toward school, and education in both children and parents; (5) positively develop the child's self-concept; (6) encourage good health and safety practices; (7) develop skills in grooming and social behavior; and (8) contribute ideas and products to other persons and groups.

Appendices include (1) A typical week summary, (2) a typical daily schedule, (3) a typical trip day description, and (4) a tentative budget.

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REVISED

MONTGOMERY COUNTY PUBLIC SCHOOLS

COMMUNITY ACTION PROGRAM

SUMMER EDUCATIONAL AND ENRICHMENT PROGRAM

GRADES 3 - 8

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MONTGOMERY COUNTY PUBLIC SCHOOLS COMMUNITY ACTION PROGRAM

SUMMER EDUCATIONAL AND ENRICHMENT PROGRAM
GRADES 3 - 8

Introduction

This is a six-week all day program for the summer of 1965 for three hundred children who will be entering grades three through eight in the fall. There will be twelve classes in four centers; each class will have twenty-five children. The program will be held from June 28 to August 6, 1965. Except for special activities, the hours will be from 8:30 a.m. to 5:00 p.m. It is intended to provide an educational and experiential catch-up program for children who are identified by school, and health and welfare agencies as likely to profit from such a program. The majority of the children enrolled will be from economically disadvantaged backgrounds. The program will provide for an age group for whom no summer compensatory educational program now exists. As a result of this program, it is hoped that these children will be enabled to succeed in the regular school program and will develop a positive attitude toward continuing their educational programs.

Through the already established work-training program under Title I of the Economic Opportunity Act of 1964 and the Head-Start (summer preschool) program under Title II of the same Act, the Montgomery County Public Schools have developed a close working relationship with other agencies concerned with an attack on the causes of poverty and have also, through these programs and the regular services of the Pupil Services Office and the Community Project Coordinators, already established contact with many of the families to be served by this project.

Parents will be requested to assist directly in many aspects of the program. Whenever possible, parents, and young people who are in need of financial

assistance to remain in or continue an educational program, will be employed as aides.

The program will be closely coordinated with those already funded and with other community action programs as they develop.

Purpose

This program is designed to provide compensatory and enrichment activities through opportunities for learning not extensively available during the regular school year. The daily activities of the children, parents, and staff will be planned to: (1) offer academic assistance as needed, emphasizing language arts (reading, spelling, conversation and discussions, listening and speaking, etc.), and mathematics to enable the children to progress, without pressure, to arrive at a predetermined level of performance; (2) stimulate curiosity and imagination and develop learning primarily through direct experience rather than relying on the usual vicarious or abstract approach; (3) provide experiences similar to those usually available to children from more favored homes; (4) develop a positive attitude towards school and education in both children and parents; (5) foster experiences which give the child a positive concept of himself; (6) encourage good health and safety practices; (7) develop skills in grooming and social behavior, etc.; (8) contribute ideas and products to other persons and groups.

Identification of Pupils

The program will be limited to three hundred children who will be entering grades three through eight in September, 1965. Principals will be asked to identify pupils who appear to need the type of program being offered and who appear to be from economically disadvantaged backgrounds based on the

following criteria:

Total income of family is under $3,000 per annum, or

Total income is below $750 per member of family, or

Unusual circumstances exist which have created conditions of poverty in the family

The exact location of the four centers will depend on the final number of eligible children enrolled in the various areas and on the convenience and suitability of the facility; such centers as Gaithersburg Junior High School, Sherwood High School, Thomas W. Pyle Junior High School, and Takoma Park Junior High School are being considered.

Parent Involvement

It is anticipated that many families involved in this program are already known to school and community agencies through services already being provided and through the other community action programs recently initiated by the Montgomery County Public Schools. The Community Project Coordinator will work with parents in involving them in the program, as appropriate, and in interpreting the program to them. They will be employed as aides, whenever possible.

Community Planning

A number of local agencies have the interest and competencies to provide additional services needed by these families. The families will be involved with health, welfare, and related community agencies which are currently working as a group on development of a total community approach in the attack on poverty.

Health Services

The Montgomery County Health Department will be requested to provide medical and nursing supervision and consultation for the children enrolled in this program as well as appropriate follow-up when needed.

Social Services

The Community Project Coordinator will supervise the social services aspects of this program integrating these efforts with those of other personnel who may have responsibility for assisting these families. He will help to identify children for the program; interpret the program to the parents; make appropriate referrals to other agencies when health, welfare, employment, or educational problems in the family warrant this.

Nutrition

A well-balanced hot lunch and a light mid-morning and mid-afternoon snack will be provided for all the children under the direction of a dietician. Free lunches will be provided for all the children with free breakfast available when the need exists.

Daily Program

Any program for working with disadvantaged children must be dynamic rather than static. It would be impossible to provide a precise, minute-by-minute breakdown of a program which should evolve and vary each day to meet the particular needs of the children. However, in Appendix I an attempt has been made to describe daily and/or weekly activities which will be provided.

Approximately three hours will be reserved each week for all staff members to meet to evaluate the effectiveness of the program and to make future plans.

Physical Facilities

County junior high school buildings will be used; they meet all health and safety requirements.

Transportation

The Division of Transportation of the Montgomery County Public Schools will provide necessary buses and drivers.

Staffing

The administration and supervision of the summer educational and enrichment program will be provided by the present staff of the Montgomery County Public Schools. A certified teacher will be in charge of each class of twenty-five children. He will be assisted by one aide and volunteers, as needed (parents, college trainees, high school students, etc., selected with consideration to obtaining various areas of specialization). In selecting all personnel, priority will be given to persons with particular interest in working in this type of program.

The operational staff is as follows:

Program Director
Principals (4)
Teachers (12)
Teachers' Aides (12)
Community Project Coordinator
Secretary

Qualifications for each staff position will be consistent with those already established for similar positions in the regular school program. Although previous experience in working with children from economically disadvantaged backgrounds is not a prerequisite for all personnel assigned to this program, it is essential that each staff member be interested in the assignment, capable of

developing understanding and acceptance of children, parents, and co-workers from impoverished backgrounds, and ready to develop new teaching methods and attitudes or to alter or discard traditional ones.

Administrative Organization

The Program Director will be directly responsible to the Assistant Superintendent for Administration. All other personnel will be directly responsible to the Program Director. At the local level the principal will assume administrative responsibility. The Program Director will work with and through the principals of the school where the program is located.

This program will be audited by the regular internal auditing procedure, as well as in the regular auditing by an outside agency, consistent with the practices of the Montgomery County Public Schools.

Evaluation

The Montgomery County School Research Department will be responsible for evaluating the program, including its purposes, goals, and methods of teaching deprived children. Comparisons will be made between past standardized test results, standardized test results at the beginning of the program, and at the end of the program. Informal attitude tests, tape recordings, attendance records, staff observations and parent and student judgment of progress will be among the methods used to determine the effectiveness of the program. Progress and anecdotal records will be kept on each child and this information will be made available to the child's next regular classroom teacher. The child's progress will continue to be followed by the staff during the 1965-66 term.

APPENDIX I

A "Typical" Week Summary

The schedule for each week will be carefully planned in advance with provision made for flexibility. Teachers will be involved on June 23, 24, and 25 in orientation to the program, planning, and preparation of classrooms and materials.

Teachers will use test data and progress reports already available in the child's school folder, personal observation, and present performance as guides to the instructional needs of each child. All remedial and enrichment activities will be directed to fulfilling the objectives as stated on page 2.

Many of these children have already been discouraged by poor achievement in the "regular" curriculum. Since a major factor contributing to this appears to be their meager background of experience, some of the summer instructional program will be planned in relation to trips the children will take. That is, basic skills (reading, math, spelling, etc.) will be made practical and immediately useful by relating them directly in preparation for the trips, and follow-ups after the trips.

It is anticipated that three trips of varying length will be taken each week. Approximately 12-15 hours weekly will be used for this purpose. The destinations and length of trips will take into account the children's ages and interest. Picnic lunches will be provided when appropriate.

The trips will be planned around:

1. Learning about places of interest and the people in the "Capital area"

2. Learning about places of interest and the people in Maryland.

Whenever practical, educational activities will be held out-of-doors and on trip-days the bus will become a classroom.

Communication skills will not be confined only to a block of time but will be developed throughout the day, just as development of social ski will be an integral part of the program rather than a separate effort.

APPENDIX II

A Typical Daily Schedule

8:30 - 9:00	Buses pick up students and transport them to the program center
9:00 - 9:40	Communication skills. Planned student learning activities
9:40 - 10:00	Break - snack time
10:00 - 10:30	Student practice - communication skills
10:30 - 11:30	Computation skills. Planned student learning activities
11:30 - 11:45	Student practice - computation skills
11:45 - 1:00	Lunch - relaxation
1:00 - 2:30	Supervised

1. Learning to use a library and various reference books

2. Student choices of:

   Recordings
   Films - filmstrips
   Games
   Reading for enjoyment

2:30 - 2:50	Break - snack time
2:50 - 3:30	Arts and crafts, art, singing and music appreciation
3:30 - 4:30	Physical fitness - health Supervised group games and physical fitness activities
4:30 - 5:00	Buses transport students to "home" bus stops

APPENDIX III

A Typical Trip Day Description

Trips in Maryland and the Washington metropolitan area will be planned for approximately three afternoons per week (12-15 hours) to places of interest and to provide "catch up" culture and travel experiences. On the mornings of these trip days the scheduled periods of communication and computation practice will be directly related to planning the trip and anticipated experiences of the trip. When desirable, a picnic lunch will be planned as a part of the trip experience.

Discussions will be directed to appropriate dress, grooming, "buddy" grouping, and other grouping for proper supervision and peer relationships. While on the bus traveling to and from the destination, students will be given an opportunity to discuss such subjects as:

1. Whether any have already visited the destination, and, if so, the things of interest which the group might want to look for while traveling or upon arrival.
2. Some travel time will also be devoted to group singing (large and small groups).

After each trip the communication and computation skills practice periods will be directed to talking, writing, reading, miles traveled, time consumed, average miles per hour, route taken on a map, and an evaluation of the trip and trip experience.

APPENDIX IV

TENTATIVE BUDGET

COMMUNITY ACTION PROGRAM TITLE II A
SUMMER EDUCATIONAL AND ENRICHMENT PROGRAM
GRADES 3 - 8

Number	Position	Rate per Day	Number Days	Cost	Total
1	Program Director	$45.97	33	$ 1,517.00	
12	Teachers	41.67	33	16,493.00	
12	Teacher Aides	16.24	33	6,431.00	
1	Secretary	19.63	33	647.00	
				$25,088.00	
	Fringe Benefits - 5.5%			1,380.00	
					$26,468.00

*Staff Travel	$ 100.00	
Bus Travel	4,980.00	
*Space	3,234.00	
*Office Supplies	400.00	
Project Supplies.	1,089.00	
*Health Supplies	165.00	
Food	3,663.00	
*Telephone	90.00	
		13,721.00
	Total	$40,189.00

*Board Share